Chapter 16 The Global Citizen

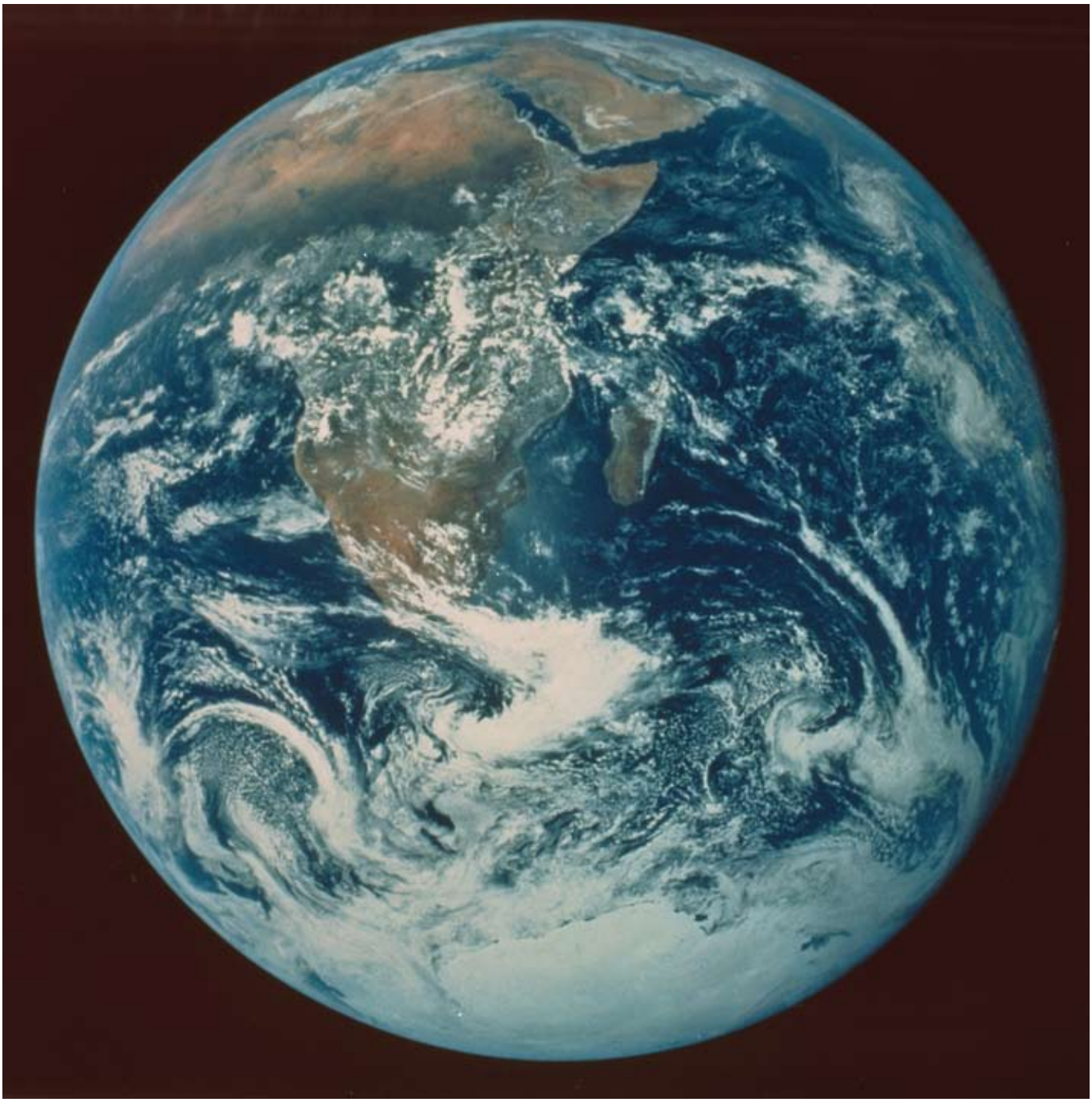

Figure 16-1 This photograph of the earth from space was taken by a NASA — National Aeronautics and Space Administration — astronaut in 1972. Early photographs like this enabled people to see their planet from a different point of view, as a single undivided sphere "floating" in space.

CHAPTER ISSUE
To what extent should I embrace global citizenship?

When astronauts took the first photographs of Earth from space, people everywhere were astounded. Buckminster Fuller, the noted American philosopher, inventor, and architect, coined the phrase "Spaceship Earth." Boundaries that divided countries were not evident in the photographs, and people saw Earth as one unified object. The photographs made it easier to understand how what happened in one place in the world could affect other places, regardless of political boundaries.

People could also see that there were obvious limits to "Spaceship Earth." The expression "We're all in the same boat" took on real — and in some ways frightening — meaning. Viewing Earth from space helped people see how interdependent they really were.

Examine the photograph on the previous page and consider these questions:

- How might seeing Earth in this way affect your point of view on globalization?
- How might thinking about Earth as a unified whole affect your point of view on the meaning of global citizenship?
- What does the term "Spaceship Earth" reveal about the need for stewardship?
- Would you identify yourself as a crew member or a passenger — or both — aboard Spaceship Earth?

KEY TERMS

cross-cultural communication

Looking Ahead

In this chapter, you will explore answers to the following questions:

- What does global citizenship mean?
- What does a global citizen do?
- What is my role in the globalizing world?

My Point of View on Globalization

Over the past 15 chapters, you have formulated and reformulated your point of view on globalization. This is the last chapter of this book. As you complete it, develop an informed point of view on globalization. At the end of the chapter, you are asked to develop a definition of globalization. The notes and ideas you have collected as you progressed through the course will help you do this. They will also help you complete the challenge for this related issue.

What does global citizenship mean?

You and most of your classmates are probably Canadian citizens. But what does Canadian citizenship mean? It could mean you were born in Canada or born somewhere else to Canadian parents. It could also mean that you have immigrated to Canada and become a citizen through the naturalization process.

Your citizenship represents a legal status that is officially designated by a variety of documents. You may have a Canadian passport, a Canadian birth certificate, or a statement of citizenship from the courts. Your citizenship status can be defined and checked. With this legal recognition of citizenship come specific rights and responsibilities.

Examine the text boxes on this page and develop a statement that encompasses what the rights and responsibilities of Canadian citizenship entail. Share your statement with a partner and work together to create a statement that you both agree on.

Figure 16-2 Corneille Nyungura is shown in Québec City on November 5, 2004, the day he became a Canadian citizen. With him is his adoptive aunt, Louise Sauvageau. Nyungura, who is a Francophone songwriter and musician, survived the 1994 genocide in Rwanda, but his family was killed. In 2005, he campaigned for the Canadian Red Cross on behalf of child soldiers, and he is an ambassador for UNICEF's campaign against AIDS.

Deciding to Be a Global Citizen

If you were born in Canada, you are a Canadian citizen. But you were also born on Earth, so are you automatically a global citizen? If this is the case, where would you apply for a global passport?

Being a world citizen is a way of thinking and acting. Global citizens are self-defining; that is, someone who acts and thinks like a global citizen *is* a global citizen. But what does being a global citizen actually mean?

Some Rights of Canadian Citizens

The right to

- equal treatment before and under the law without discrimination
- participate in political activities
- be presumed innocent until proven guilty
- enter and leave Canada
- use either English or French to communicate with Canada's federal government and certain provincial governments

Some Responsibilities of Canadian Citizens

The responsibility to

- understand and obey Canadian laws
- participate in Canada's democratic political system
- vote in elections
- allow other Canadians to enjoy their rights and freedoms
- appreciate and help preserve Canada's multicultural heritage

Figure 16-3 During World War II, Elie Wiesel, who is Jewish, was imprisoned in Nazi concentration camps. All his life, he has fought for justice for people around the world. In 1986, he was awarded the Nobel Peace Prize. Wiesel is shown here speaking to the UN General Assembly on the 60th anniversary of the liberation of Nazi concentration camps. How has Wiesel embodied global citizenship during his life?

Figure 16-4 Joshua is a three-year-old who lives in Edmonton with his parents. In the future, Joshua will be connected with people all over the world, and he will be called on to act as a global citizen. What do you think global citizenship will mean to him? How will his life be similar to and different from the lives of people who experienced the events of the 20th century?

Taking action

People show their status as global citizens in different ways. Aysha Wills, for example, was only 10 years old when she decided to help victims of the tsunami in Southeast Asia. Maude Barlow, a director of the International Forum on Globalization, decided to become a social activist and warn people about the dangers of some aspects of economic globalization. Wilton Littlechild of the Ermineskine Cree Nation decided to involve himself in Indigenous people's fight for rights in Canada and at the United Nations.

Can someone simply say, "I do not wish to be a global citizen?" Considering the ideas you have explored during this course, what do you think? Given the economic, political, environmental, and moral interconnections of the globalized world, is it practical or logical to withdraw from global citizenship?

Voices

We have inherited a large house, a great "world house" in which we have to live together — black and white, Easterner and Westerner, Gentile and Jew, Catholic and Protestant, Muslim and Hindu — a family unduly separated in ideas, culture and interest, who, because we can never again live apart, must learn somehow to live with each other in peace.

— *Martin Luther King Jr., civil rights leader and Nobel Peace Prize winner, in* Where Do We Go from Here: Chaos or Community?, *1967*

Ideas

What does global citizenship mean to you?

The students responding to this question are Gord, a member of the Beaver First Nation near High Level; Ling, who was born in Hong Kong but is now a Canadian living in Edmonton, and Katerina, who lives in St. Albert and whose grandparents emigrated from Ukraine in 1948.

It's fine for me, safe here in Canada, to talk about global citizenship, but what about the tens of millions of people who don't even have enough to eat each day? Talking about global citizenship in a real way is more than just about fancy electronics and big malls; people must take personal responsibility and speak out against the inequities in the world. I believe there can be global citizenship, but it's a personal decision and responsibility.
Gord
I've lived in several different countries. I was born in Hong Kong and now I'm Canadian. In China, they're just starting down the path to development as we know it here in Canada. I'm not sure what I'm supposed to do or say to the Chinese as they struggle to feed all their citizens. Do I tell them that, as global citizens, they have a responsibility to slow down their economic development because it's polluting my world? Is it fair or right that I protest their actions at the same time as I buy the products they make? What am I, a Canadian of Chinese heritage, supposed to do? I'm quite bewildered by the whole notion of global citizenship.
Ling
This course has shown me that one of the main traits of global citizenship is recognizing, understanding, and accepting differences. Then, as an individual, I can get involved as a global citizen. Everything has to start somewhere, and if I can make a start, no matter how small it seems, at accommodating diversity, then I believe I'm acting as a responsible global citizen.
Katerina

Your Turn

How would you respond to the question Gord, Ling, and Katerina are answering? Do you think that the concept of global citizenship is a reality? Can you become a responsible global citizen — and what does this mean?

Identifying the Global Citizen

Though you are automatically a citizen of the country in which you were born, you must still apply for a passport. This means that you agree to the terms and conditions your country has established for citizenship.

Oxfam, an international non-governmental organization working to eradicate poverty, has described a global citizen as someone who

- is aware of the wider world
- respects and values diversity
- is willing to act to help others
- accepts responsibility for his or her own actions

Do you agree with this description? What traits would you add to this list?

For most of history, the concept of citizenship focused on those who belonged and those who did not — us and them. Women, for example, have struggled for centuries to become part of the political "us." In many countries today, it remains difficult, if not impossible, for minorities, the poor, and people who are different in some way to exercise the full rights of citizenship. Global citizenship transcends the idea of insiders and outsiders. Anyone, anywhere, can decide to be a global citizen. In what ways might the concept of global citizenship increase international co-operation? The well-being of humankind?

Recognizing and welcoming an identity that includes nationality, race, gender, family, job, and social milieu is necessary to understanding and accepting global citizenship. This enlarged vision of oneself is reflected in the words of Canadian philosopher Mark Kingwell, who says that citizenship is "a way of meeting one of our deepest needs, the need to belong . . . the need to be part of something larger than ourselves."

With a partner, create a list of ideas about how defining yourself as a global citizen can expand your self-image and your identity.

VOICES

We can scientifically assume that by the twenty-first century either humanity will not be living aboard Spaceship Earth or . . . Earth-planet-based humanity will be physically and economically successful and individually free in the most important sense. While all enjoy total Earth, no human will be interfering with the other, and none will be profiting at the expense of the other . . . They will be free in the sense that they will not struggle for survival on a "you" or "me" basis, and will therefore be able to trust one another and be free to co-operate in spontaneous and logical ways.

— *Buckminster Fuller, in* Operating Manual for Spaceship Earth, *1969*

Figure 16-5 Immediately after the tsunami struck Southeast Asia on December 26, 2004, Oxfam volunteers rushed to send much-needed supplies. These volunteers have stayed in the region to help people rebuild their lives and communities. How do actions like this reflect a commitment to global citizenship?

REFLECT AND RESPOND

With a group, brainstorm a list of ideas about what it means to be a global citizen. Draw a mind map that illustrates your connections to others around the world. Start the mind map with the word "Me" in the centre. It might include categories such as music, sports, and clothes.

Examine current media reports and record examples of events occurring far from your community. Select one. State how it might affect you. Then describe one action you and your classmates might take, as global citizens, to respond to and influence the event.

What does a global citizen do?

More than 6.5 billion people live on Earth — and this number is growing. With a population this size, are conflicts over interests, beliefs, cultures, and needs inevitable? Think about the situation with your own family, friends, clubs, or classmates. Even when the number of people involved is relatively small, tensions and conflicts can arise.

Figure 16-6 What key global change would be necessary to turn the message of this cartoon from one that is apparently negative to one that is apparently positive?

Acting like a Global Citizen

Global citizens assume responsibility for making globalization work in a way that benefits as many people, in as many situations, as possible. This idea may seem overwhelming until it is examined in light of individuals, such as Wangari Maathai, who are doing things — on a small and large scale — in a globally responsible manner.

Recall the habits of mind you read about in the prologue (p. 7). With a partner or small group, use them as a basis for developing a list of the habits of mind of a global citizen.

Global citizens work collaboratively to respond to global events. They recognize that a need in one part of the world requires both an individual and a collective response from people in the rest of the world. The interconnectedness of globalization implies that in the global village, everyone is a neighbour.

Global citizens act locally and think globally. Wangari Maathai, for example, started the Green Belt Movement in Kenya. Before that, she had completed her global education, earning university degrees in the United States, Germany, and Kenya. Maathai has inspired women in 21 countries to fight deforestation and improve sustainable development by planting trees. As a global citizen, she also supports the drive to help HIV/AIDS victims, helps revitalize Indigenous cultures, and campaigns for the rights of women.

Figure 16-7 Nobel Peace Prize winner Wangari Maathai, who founded the Green Belt Movement, waters a tree she planted to mark the opening of the 2004 UN conference on Women and the Environment in Nairobi, Kenya. By planting trees, Maathai is contributing to sustainability for the generations of Kenyans who will come after her.

Correcting injustices

Global citizens see beyond the immediate. They envision a different world, in which injustices are corrected and solutions to global problems are found. Like an artist, a global citizen reinvents the immediate and explores new possibilities.

Slavery, for example, was an entrenched social practice in the late 18th and early 19th centuries. Many European economies relied on the cheap, disposable labour provided by slaves, and many Europeans believed that slavery was acceptable. But in Britain, for example, William Wilberforce and others began to imagine a world without slavery — and through their efforts, this practice was brought to an end in the British Empire.

DEVELOPING CROSS-CULTURAL UNDERSTANDING

FOCUS ON SKILLS

Globalization breaks down borders, brings together people from many places and cultures, and creates a need to communicate effectively across languages and cultures.

In the globalizing world, **cross-cultural communication** is an essential skill. Communication relies heavily on cultural expectations, customs, and body language. When communicating with someone from a different culture — in which the expectations, customs, and body language may be different — you may not receive the signals you expect.

A key aspect of cross-cultural communication is realizing that accepting and understanding another's point of view does not mean that you must change yours. Hearing and understanding are the starting points of communication. They are opportunities for everyone involved to expand their identity and are key elements in overcoming cross-cultural miscommunication.

With a partner, practise cross-cultural communication. Each of you will assume the identity of someone from another culture. One of you may become Chinese or American; the other may become Mexican or French. One of you will play the role of a representative of an NGO that is interested in environmental sustainability. The other will play the role of a farmer. The goal of the NGO is to negotiate an agreement allowing it to conduct an environmental assessment of the farm.

With this scenario in mind, you can follow these steps to gain an understanding of cross-cultural communication. You can use similar strategies to help you communicate with people from other cultures.

Steps to Successful Cross-Cultural Communication

Step 1: Learn about the culture

Before beginning your roleplay, find out about the culture of the characters whose identity you will assume. Discover, for example, what people might wear, watch on TV, and listen to on the radio. What is their likely educational background? What customs are important? Did colonialism play a role in the culture's history? Do conflicts play a role today? What customs are considered polite when people from the culture communicate with one another?

Use magazines, newspapers, and the Internet to develop a sense of the culture and how you, as a member, might respond to the "other," including body language, facial expressions, and personal space.

Dos and Don'ts of Successful Cross-Cultural Communication

Dos

Respect others Honour their point of view by listening respectfully. Acknowledging that you have heard another's point of view is a deep statement of respect.

Learn about their history Understand that the past carries weight. You and the others at the negotiating table bring a collective cultural history to the discussion. Past events can colour communication in the present.

Recognize that your point of view may not be universal Others have a different and equally valid way of looking at the world. Like you, people from other cultures have experienced success using their points of view and cultural perspectives to solve problems. It is unreasonable to expect those at the table to abandon their belief system.

Don'ts

Don't use stereotypes as your model All Canadians do not share the same point of view on any topic — nor do all Britons, Mexicans, or Americans. Communicate with the individual, not the stereotype.

Don't assume that there is only one way of doing things Many cultures have solved similar problems in different ways. Perhaps a combination of processes and ideas would be most effective.

Don't assume that a breakdown in communication has occurred because "they" don't get it Resolve to question your own ability to communicate ideas effectively. Be sure you are responding to the question that was asked. Try to understand the other person's meaning.

FOCUS ON SKILLS FOCUS ON SKILLS
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Step 2: Recognize potential problems

Before meeting your partner to begin negotiations, list four or five areas in which you may disagree. For each, note the reason you believe a disagreement might arise. Then add another note indicating how you will respond.

Cross-cultural miscommunication often stems from

- **cultural blind spots** — People view the world through the lens of their own culture, and culturally imposed behaviour is so familiar that people often fail to recognize it. In Canadian supermarkets, for example, people pay the price marked on the item. Bargaining is not part of the process. But in other cultures, bargaining is not only acceptable, but also expected. To communicate successfully with people from other cultures, it is important to understand your own cultural filters.
- **jumping to conclusions** — Assuming immediately that you understand a person from another culture may be the beginning of a problem. A person may, for example, smile and nod at what you are proposing. You might assume that this behaviour implies acceptance of your point of view. But the person from the other culture may have smiled and nodded out of politeness and to show that she or he hears you.
- **lack of patience** — The pace, rhythm, and structure of the other person's speech may be very different from yours. In many cultures, for example, it is considered rude to begin talking business as soon as you meet. As you begin your discussion, take your cues from the other person.

Step 3: Be an active listener

Active listening is a key to hearing what the other person means. Some strategies of an active listener include

- **repeating the message** — Say back to the person what you believe has just been said. In this way, both of you can be sure that you are sending and receiving the same message.
- **watching body language** — People communicate with more than words. Facial expressions, body gestures, and stances have different meanings in different cultures. Be aware that the other person is signalling through his or her culture, not yours.

Step 4: Complete your negotiation

When you and your partner feel prepared, assign the two roles. During your roleplaying session, make notes about the kinds of problems that arose and how you handled them. Write a short report outlining the process. In your report, include explanations of

- the roles you played
- the research you conducted
- the problems that arose
- whether solutions were found
- your conclusions, including tips for the next set of negotiators

Summing up

Like all effective communication, cross-cultural communication begins by accepting that the views of the "other" are valid. Accepting this may be difficult, because people are trained from the beginning of their lives to conduct themselves in ways that are considered acceptable in their culture. During cross-cultural communication — or any difficult communication — self-examination helps streamline the process.

Civil Society

Figure 16-8 Thousands of demonstrators holding torches formed a giant peace sign in Heroes' Square in Budapest, Hungary, on March 17, 2007. How might peaceful demonstrations like this influence government policy? How might they influence the points of view of people in other countries?

Civil society includes non-governmental organizations such as the Red Cross, environmental movements such as Greenpeace, and Indigenous peoples' associations such as the Assembly of First Nations, as well as religious groups, citizen advocacy organizations, and trade unions. Civil society contains elements of public-spiritedness, social trust, non-violence, and tolerance.

Aims of civil society

Civil society raises awareness of highly focused and specific ideas, concerns, and programs that a group is advocating and working to have implemented. Greenpeace, for example, is working around the world to bring an end to the hunting of whales. This environmental organization has organized demonstrations in Japan, Nicaragua, China, and other countries that continue to support whaling.

Contemporary communication technologies, such as the Internet, have enabled groups like Greenpeace to organize on a very large scale. In March 2007, for example, more than 12 million people marched in countries around the world to protest the war in Iraq.

MAKING CHOICES

IRSHAD MANJI — SPEAKING OUT FOR HER FAITH

Irshad Manji calls herself a "Muslim refusenik." This does not mean that Manji renounces her faith; rather, it means that she wants to reform it.

As a teenager in Vancouver, the Ugandan-born Canadian feminist, author, journalist, and activist attended both a public school and an Islamic religious school, known as a *madrassa*. Manji excelled at the public school, but by her own account, she was expelled from the religious school for asking too many questions.

A devout Muslim, Manji spent the next 20 years studying Islam. She strongly supports the ideal of *ijtihad*, which she describes as Islam's lost tradition of independent critical thinking. She believes that the economic empowerment of women in the Muslim world is the key to reviving and democratizing the spirit of *ijtihad*. She also argues that Muslims in the West are best positioned to rediscover *ijtihad* because "it is here that we have the precious freedoms to think, express, challenge, and be challenged on matters of religion, without fear of government reprisal."

In 2003, Manji published a controversial book titled *The Trouble with Islam Today: A Muslim's Call for Reform in Her Faith*. When the book was banned in several Muslim countries, Manji used the power of the Internet to publish online translations in Arabic, Urdu, and Persian. At the same time, the book has drawn praise from many Muslims. Indonesia, for example, is the world's most populous Muslim country. There, the *Jakarta Post* named Manji one of three Muslim women who are creating positive change in Islam.

Figure 16-9 With her family, Irshad Manji fled the Uganda of dictator Idi Amin when she was four years old. She has recently launched Project Ijtihad, with the goal of developing the first leadership network for reform-minded Muslims.

Explorations

1. Explain why you think Irshad Manji is — or is not — displaying the qualities of global citizenship. Support your answer by citing evidence from this feature.
2. Why would the concept of universal *ijtihad* be so controversial? Explain the reasons for your response.

Views of civil society

Some critics of civil society say that the aims of groups involved in this sector are too narrow and too focused on single issues. Critics say that the groups ignore the complexity of the issues involved.

In the 1990s, for example, civil society groups waged a successful campaign against Nike for using sweatshops to manufacture their products. As a result, Nike stopped manufacturing goods in Indonesian and Cambodian sweatshops. But when the company moved elsewhere, thousands of people were thrown out of work — and the families of the newly unemployed workers suffered great hardship.

Other critics believe that strong societies will be built only when individuals and organizations work in partnership with governments. Speaking before the United Nations Human Rights Council in 2006, Wangari Maathai said that civil society must rise to the challenge of working with government leaders to maintain the rule of law and to foster human rights for all people. She and the Green Belt Movement are advising the African Union — an organization made up of the governments of 53 African countries — on how to manage African affairs more justly and responsibly.

VOICES

A small group of thoughtful. committed citizens can change the world. Indeed — it's the only thing that ever has.

— Margaret Meade, anthropologist and environmentalist

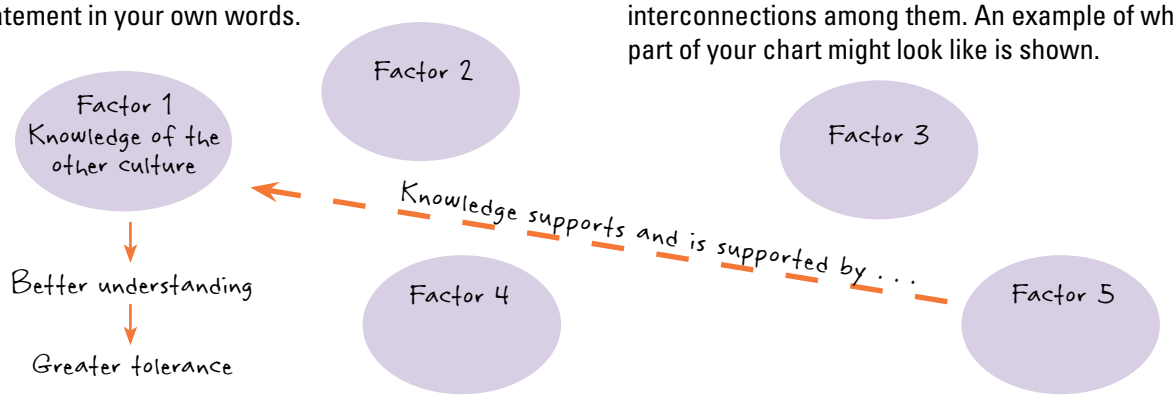
With a partner, consider who is likely to achieve goals more quickly and efficiently: governments empowered to act in the interests of all citizens or civil society groups acting for a specific purpose? Must it be an either–or situation? Explain your response.

Figure 16-10 Hundreds of protestors from Global Exchange, a San Francisco advocacy group, lined the entrance to NikeTown at the store's grand opening in 1997. Global Exchange members were protesting the use of sweatshop labour, claiming that Indonesian workers who created Nike shoes and apparel were paid a mere 29 cents an hour.

REFLECT AND RESPOND

The Carnegie UK Trust explores civil society for educators. The trust has said, "We may never share a common vision about what a 'good' society might look like and how it might be achieved, but we can be committed to a process that allows people of all ages and backgrounds to share in defining how the different visions are reconciled." Explain this statement in your own words.

Differences exist among civil society groups and the sectors of society they target. In addition, each group operates in its own culture. List what you think are the five key factors that must be considered when reconciling cross-cultural differences. Prepare a flow chart that illustrates some of the effects of each of your choices. In addition, indicate some of the interconnections among them. An example of what part of your chart might look like is shown.



POINTS OF VIEW

The way you respond to the forces of globalization will reflect how – and whether – you accept the responsibilities of global citizenship. Here are the ideas of three people who have thought about this concept.

Michael Collins was an astronaut on the Apollo 11 mission. In his book *Carrying the Fire: An Astronaut's Journey*, he recounted his experience of viewing his home planet from space and explained how he came to believe that people are global citizens whether they recognize this fact or not.

I really believe that if political leaders of the world could see their planet from a distance of 100 000 miles [161 000 km], their outlook would fundamentally change. That all-important border would be invisible, that noisy argument suddenly silenced.

Steven Pinker, a Canadian-born psychology professor at Harvard University, suggests that becoming an active global citizen could enhance the process of humanizing globalization. This excerpt is from his book *The Blank Slate: The Modern Denial of Human Nature*.

While conflict is a human universal, so is conflict resolution. Customs that were common throughout history and prehistory – slavery, punishment by mutilation, execution by torture . . . the legal ownership of women – have all vanished from large parts of the world . . . For all its selfishness, the human mind is equipped with a moral sense, whose circle of application has expanded steadily and might continue to expand as the world becomes interdependent.

Rick Salutin, a playwright, author, and columnist with *The Globe and Mail*, contends that globalization is being forced on the world by business and financial interests. He believes that people should resist globalization and think more about individual fulfilment.

"Demain, c'est la mort." [Loosely translated, this French phrase means "Tomorrow is death."] That could mean various things, like: Globalization is destroying the world. But I choose to think it means, You only have one life, so live it as something worthy rather than as a cog in a stifling, commercial system, don't let yourself be globalized to death. Something like that. It's a thought that seems to come most often from the young, although it's actually even more apt for the old.

Explorations

1. In a two-column chart like the one shown, list each writer, then summarize the arguments he presents to support or oppose fully embracing globalization and global citizenship. Use the Internet, library, newspapers, or other sources of quotations to find two more points of view on each side of the discussion. Add these to your chart.

Points of View on Globalization	
Writer	Arguments

What is my role in the globalizing world?

The Canadian philosopher John Ralston Saul said, "Democracy is the only system capable of reflecting the humanist premise of equilibrium or balance. The key to its secret is the involvement of the citizen." Do you think this statement also applies to global citizens?

Some argue that the problems of the world are just too big and overwhelming for individuals to make a difference. But Mother Theresa, a Catholic nun who dedicated her life to helping people living in deep poverty, disagreed. She said, "We ourselves feel that what we are doing is just a drop in the ocean. But if that drop was not in the ocean, I think the ocean would be less because of that missing drop."

Active Citizens

Mother Theresa believed that the actions of a single person can bring about change. George Manuel, of the Secwepemc Nation of British Columbia, for example, believed that only through working together in "mind, body and spirit" can Aboriginal people shape their own destiny.

Manuel started at the local level, then broadened the scope of his activities. In the 1970s, he helped found the World Council of Indigenous Peoples and served as the organization's first president from 1975 to 1981. Manuel travelled the world to promote Indigenous people's interests, and in 1977, he helped write the UN Draft Universal Declaration on the Rights of Indigenous Peoples, then lobbied the United Nations to adopt its principles. In what ways did Manuel embody the concept of global citizenship?

Figure 16-11 George Manuel, one of the founders and leaders of the World Council of Indigenous Peoples, shakes hands with Prime Minister Pierre Trudeau in 1972. At the time, Manuel was president of the National Indian Brotherhood, the forerunner of the Assembly of First Nations.

Active Students

Like George Manuel and many others, high school students have responded actively to the challenges of globalization at the local, national, and international levels. At Harry Ainlay High School in Edmonton, for example, students organized the Breaking Borders Club in 2006. The club's motto — Breaking borders . . . one stereotype at a time — reflected the students' desire to build worldwide understanding of cultures, traditions, and religions.

Club projects have included a letter-writing campaign urging the government to help disarm child soldiers in Africa and inviting speakers to talk to students about issues such as helping refugees in Africa.

Muhammed Al-Nuaimi, the student who led the club in 2007, said that club members hope to "build a foundation for groups to reach out to each other. Gaps of the unknown or confusion will be filled with understanding and the new connections will break down barriers between peoples."

Figure 16-12 The student-designed logo for the Breaking Borders Club is used on T-shirts, posters, and other material they send out. Do you think this logo effectively expresses the group's aims?

Voices

The United Nations and countries like Canada recognize differences, but we wanted to celebrate and express our backgrounds and find similarities more than differences. We're all part of the same world.

— Jocelyn Nand, a founding member of Breaking Borders

Figure 16-13 Heather Mills McCartney leads a PETA celebration outside a Los Angeles J. Crew store. In 2005, the retailer agreed to stop selling furs after the animal rights organization led a successful consumer boycott of its stores.

Active Consumers

Companies are in business to make a profit, and consumer activists have learned that they can influence corporate policies by affecting their profit margin. In many instances, consumer activism has successfully persuaded companies to change the way they do business.

- Boycotts protesting the use of animals in the testing of cosmetics led Avon (1989), L'Oréal (1994), and Gillette (1997) to abandon this practice.
- In 2001, a "No Sweat" campaign by university students, such as those at the University of Alberta, successfully persuaded many North American universities to stop buying clothing, such as T-shirts, from companies that produce the goods in sweatshops. The campaign persuaded many apparel companies to adopt policies to improve working conditions in their factories around the world.
- After a public campaign highlighted some of the unsustainable practices used by suppliers of Staples and Office Depot, both companies pledged to become more environmentally responsible in 2003.
- Continuing protests against wearing fur by People for the Ethical Treatment of Animals have succeeded in changing the fashion industry's attitude toward selling furs.

Active Corporations

Many corporations recognize that it is good business to act as good global citizens. Yves Chouinard, owner of Patagonia, a sports clothing company, believes that "there are no profits to be made on a dead planet." Other companies such as the Body Shop and Mountain Equipment Co-op support this philosophy and have moved away from focusing on profit as their sole motivation. These companies recognize that ignoring the environment and human rights will hurt everyone in the long run.

The Body Shop, founded by Anita Roddick, is often cited as an example of a corporation that operates according to principles of social responsibility. Activist Naomi Klein, for example, has said that the Body Shop "may well be the most progressive multinational on the planet." Roddick argues that "today's corporations have global responsibilities because their decisions affect world problems concerning economics, poverty, security, and the environment."

STOP HIV:
SPRAY
TO CHANGE
ATTITUDES
LIMITED EDITION NEW ROUGEBERRY EAU DE TOILETTE £8.00
ALL PROCEEDS FROM EVERY SALE GOES TO MTV'S STAYING ALIVE FOUNDATION*,
HELPING TO RAISE HIV AND AIDS AWARENESS AMONG YOUNG PEOPLE

Figure 16-14 The Body Shop actively promotes fair trade and global citizenship through displays like this. Some of the profits from the sales of this product are donated to support the global activities to combat the spread of HIV/AIDS.

Active You

Awareness of the opportunities and challenges offered by globalization is probably the single most important aspect of global citizenship. In their book *Coming of Age in a Globalized World*, J. Michael Adams and Angelo Carfagna write: "A global education enables us to understand our roles in a global community and teaches us how our actions affect people across the world. It also demonstrates how events around the world affect us as individuals, and therefore cannot be ignored."

Think about this course in light of Adams and Carfagna's statement. Has this course helped expand your understanding of the need for a global education? Express your answer in a single sentence.

Buckminster Fuller, the American inventor, philosopher, and architect, said, "Whether humanity is to continue and comprehensively prosper on Spaceship Earth depends entirely on the integrity of the human individuals and not on the political and economic systems." What do you suppose he meant?

Jeffery Sachs, an American economist, echoed Fuller's words when he said, "In the end, it comes back to us, as individuals. Individuals, working in unison, form and shape societies. Social commitments are commitments of individuals. Great social forces . . . are the mere accumulation of individual actions."

To what extent should we embrace globalization? This is the question you have focused on as you progressed through the course and this textbook. Would you have chosen a different question to pursue? Explain your thoughts.

VOICES

Our generation is heir to two and a half centuries of economic progress. We can realistically envision a world without extreme poverty by the year 2025 because technological progress enables us to meet basic needs unprecedented in history. The technological progress has been fueled by the ongoing revolutions of basic science and spread by the power of global markets and public investments in health, education, and infrastructure.

— *Jeffrey Sachs, in* The End of Poverty, *2005*

Figure 16-15 People such as astronaut Michael Collins believe that those who act globally are automatically global citizens. If you were asked to identify one trait that connects the people pictured here, what would it be?

1. In the prologue, you read about several different ways of interpreting and defining globalization. Then, as you began each chapter, you kept notes on your changing understanding of this concept.
   a) Use the information from these and other sources to arrive at your own definition of globalization.
   b) Analyze your definition by identifying each of the concepts you included and explaining why you chose them and how they relate to globalization. A definition of "house," for example, might say, "A place where living things dwell in security." When analyzing this definition, you might explain what "place" means, why you chose "living things," and what "living things" implies (e.g., animals as well as humans), as well as why you chose to include "security" in your definition.
   c) Share your definition with a partner. Note comments made by your partner. If necessary, revise your definition and the notes on your analysis.
   d) Present your definition for a small group or the class to consider and comment on. Be prepared to defend your position.
   e) With a small group or the class, develop a definition that is supported by a consensus.

2. Work with a small group to create a global citizenship report card for an organization.
   a) Select a broad area to examine (e.g., the environment), then choose a specific organization that is involved in this area (e.g., an NGO such as Greenpeace, a corporation such as Dole). Then develop three or four criteria to use to judge the performance of the organization.
   b) Conduct research using various sources (e.g., the Internet, *Exploring Globalization*, newspapers, and magazines) to discover the aims of the organization and how it is working to achieve its goals. Corporations often have web sites that describe their corporate goals and the actions they have taken to reach them. Civil society groups also operate web sites.
   d) After conducting the research, review your criteria. If necessary, revise your criteria to reflect changes in your thinking. Then use your criteria to prepare a report card that rates the organization's performance as a global citizen.

3. Imagine that the want ad shown on the computer screen on this page appeared on a job-search web site.

   Work with a small group of four to six. Divide the group in half. One half will play the role of members of the GCI hiring committee; the other half will play the role of job applicants.

   Hiring Committee

   a) Prepare three to five criteria you will use to evaluate the applicants' letters.
   b) Prepare questions to ask the candidates during a job interview.

   Applicants

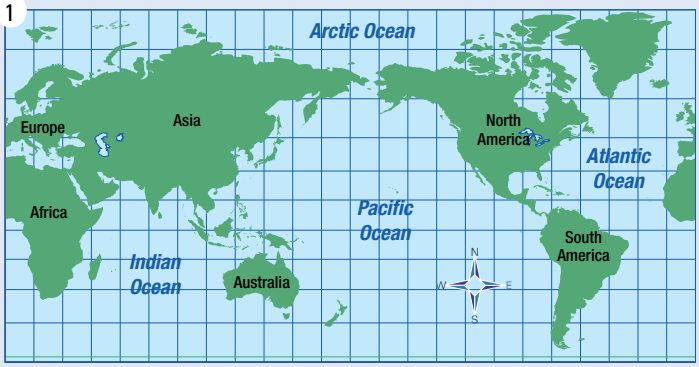
   a) Prepare and submit the one-page letter as specified in the ad.
   b) Prepare notes to guide your responses during the job interview.

   Roleplay a brief interview with each candidate. Afterwards, meet as a whole group to discuss the process, your thoughts, and what you would do differently next time.

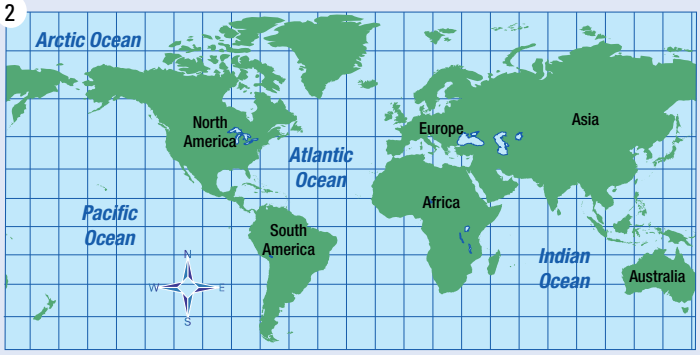
Global Communications Inc. is looking for an active global citizen who is ready to share ideas, lead, and recognize the value in others. You will bring an understanding of how the positive challenges of globalization can help GCI achieve its corporate goal: One GCI Product in Every Home — Worldwide. In a one-page letter, explain why you are right for GCI. Include details that demonstrate your understanding of the challenges and opportunities globalization presents to transnational corporations such as GCI.

4. On this page are three maps that present the world from three different points of view.
   a) Write a brief, one-sentence description of each map.
   b) Which view represents the most appropriate way of looking at the world? Explain your answer.
   c) Most maps — even those created in Australia, South America, and China — are oriented so that north is at the top. To what extent do you think this convention is a result of historical globalization? What other factors might have influenced this convention? Explain your answers.
   d) Find examples of maps that show different views of the world. Why might you use an Atlantic Ocean-centred map like Map 2, or the view you found.
   e) If maps usually showed South America at the top, do you think this would have affected your point of view on Central and South America? World politics? Why?
   f) If Canada were an imperial power and you were a government official, which view would you recommend using in school textbooks? Explain your choice.
   g) Consider your understanding of the importance of global citizenship and make a recommendation to the ministry of education about the use of maps in Alberta classrooms. Provide at least three reasons for your recommendation.

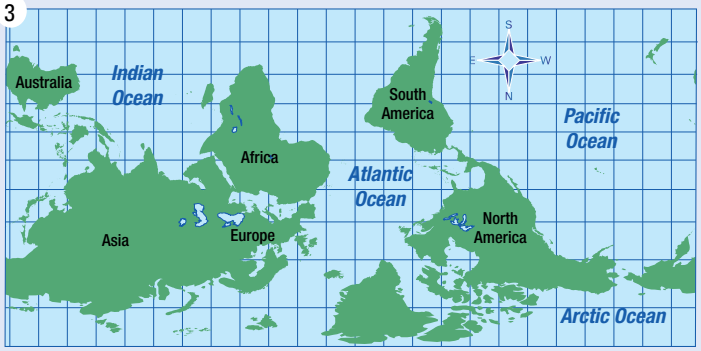
1



2



3



Think about Your Challenge

Complete your blog or journal and finalize your informed position on this related issue: To what extent should I, as a citizen, respond to globalization? In preparation for completing the second part of the challenge — building a class consensus on the key issue — prepare a statement of your own response to this question. Review the material on group leadership (pp. 312–313) and consensus building (pp. 246–247) in preparation for the class activity.